

ART TARGETS

for Fourth Grade (AR 10404)



Practice Develops Confidence

This space is for the artist's imagination



Fourth Grade Art Targets

Focus: Drawing Details, Point of View, Repetition & Movement, Adding Interests, Moods & Value Keys, Inspiration, Value or Worth, Elements & Principles.



= Work in Progress



= Competency Achieved

<p>Making Art and Expressing Meaning in Art</p> <p>Students improve their art making skills and express ideas, celebrate events, decorate their environment, and explore their imaginations through their art.</p>	<p>Appreciating and Decoding Meaning in Art</p> <p>Students analyze art by its elements and principles, learn to evaluate its significance, consider its context, and explore how it can assist and enrich their lives and educational endeavors.</p>
<p><input type="checkbox"/> Learn how to begin a drawing, painting, or sculpture by practicing blocking-in, stick figures, gestures, triangulation.</p> <p><input type="checkbox"/> Portray objects and scenes in art from new and unusual points of view such as bird's eye view, worm's eye view, extreme close-up, or from below.</p> <p><input type="checkbox"/> Create interest in the foreground by giving objects there contrasting values, bold or pale colors, details, and/or textures.</p> <p><input type="checkbox"/> Repeat elements to create a sense of movement in artworks.</p> <p><input type="checkbox"/> Observe and draw the details of real objects such as the veins in a leaf, wrinkles in a cloth, ridges in bark, or using a single source of light for the shading on all objects.</p> <p><input type="checkbox"/> Arrange subjects in an artwork so some of them touch or extend out of its edges.</p>	<p><input type="checkbox"/> Describe the mood of an artwork in terms of its overall lightness and darkness; or in other words, its value key.</p> <p><input type="checkbox"/> Explore how and where artists may have found their inspiration in some important works of art.</p> <p><input type="checkbox"/> Interpret how art elements and principles such as balance, emphasis, or repetition help express ideas, moods, and symbols in important works of art</p> <p><input type="checkbox"/> Create a craft object using local materials or materials that appear in local crafts.</p> <p><input type="checkbox"/> Discuss why significant artworks are valuable; e.g., tell a story, are made of valuable materials, celebrate an important event, represent an important idea.</p> <p><input type="checkbox"/> Explore how the visual arts and the other arts (dance, music, theater) make life in Utah enjoyable.</p>






Fourth Grade















Teacher Edition

Classroom Teacher _____

Year _____

<p><u>Key: Students</u></p> <p> = Work in Progress</p> <p> = Competency Achieved</p>	<p><u>Teachers</u></p> <p>Mtns =  = Stars</p>	<p><u>Students' Final Results</u></p> <p> Mountains</p> <p> Stars</p>
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Student, Parent, and Teacher Art Resources for Fourth Grade

The Visual Arts discipline students to take greater meaning and a refined sense of beauty from the world that surrounds them. The Visual Arts give them practice in decoding the worlds of the past as well as a deeper understanding of and ability to cope with our visual culture with its nonstop parade of images and enticements. The Visual Arts give students time to interpret their own lives and to create objects that carry meaning important to them individually as well as to their generation. It gives them a means to analyze and plan.

Suggested Masterworks and Artists for Fourth Grade

A Young Scholar in his Study by School of Dou

Game of Marbles by Schussele

Immigrant Train by George M. Ottinger

Rhinoceros by James C. Christensen

Capitol from North Salt Lake by Louise R. Farnsworth

Apples and Oranges or other works by Paul Cezanne

Dempsey and Fripo and other works by George Bellows

Mother and Child and other works by Kathe Kollwitz

Bedroom at Arles and other works by Vincent Van Gogh

The Letter and other works by Jan Vermeer

Blue Atmosphere by Helen Frankenthaler

Any significant work of art with which the teacher is familiar and which appropriately teaches the standards and objectives of this grade level can be used. This could include works suggested for other grade levels as well as other works by the artists suggested above.

Visit Fine Arts Web Pages
<http://www.usoe.k12.ut.us/curr/FineArt>

K-6 Visual Arts Scope and Sequence Chart

Understanding and Skill development is seldom on grade level for a class or for individuals within a class. Below are the suggested target understandings and skills for each grade level. If you find that your students are not performing at the indicated level then review as many of the skills and related understanding contained in the levels above as necessary to bring them to grade level ability.

	Making Art and Expressing Meaning in Art Students improve their art making skills and express ideas, celebrate events, decorate their environment, and explore their imaginations through their art.	Appreciating and Decoding Meaning in Art Students analyze art by its elements and principles, learn to evaluate its significance, consider its context, and explore how it can assist and enrich their lives and educational endeavors.
K	Use the five senses as a subject and as a means of discovery in making art. Use scissors and glue/paste shapes to background.	Tell stories about artworks. Organize colors into primaries and color families.
1	Express emotions and mood by including facial expressions in art works. Express emotions and mood through color combinations in art works. Demonstrate size by placing large and small objects side by side in works of art.	Practice blocking-in, stick figures, gestures, and triangulation as attack skills in making art. Mix primaries colors to create secondary colors. Change the value of colors by mixing black and white into them. Sculpt with any medium.
2	Express warm and cool ideas and things through warm and cool colors. Use an event important to the students as a subject. Create landscapes that show depth by overlapping. Display some textures in landscapes.	Create art that has a use such as a vase, pencil holder, etc. Consider why artworks are grouped in a museum. Discuss why artists used warm and cool colors.
3	Create cast shadows that fall opposite the source of light. Sculpt an object so all of its sides create a good view. Create symbols to represent students or their interests Use size relationships to show depth.	Cover the surface of the paper from edge to edge to make a complete scene. Create art using complimentary colors. Discuss why and how artists used emphasis.
4	Practice observing and making art that includes more and more precise details as the school year progresses. Make foreground objects different one from another with contrasts of value, color, and/or texture. Create art based on unusual points of view. Shade with one light source in an artwork.	Repeat shapes, colors, and/or objects to lead the eye through a work of art. Emphasize an object by making it contrast with its surroundings. Discuss how the elements and principles help artists express their ideas. Discuss how mood is created in artworks.
5	Create scenes with distinct foregrounds, middle-grounds, and backgrounds. Add lines that travel along the surface of objects to show their direction and form. Employ the elements and principles of art to express an idea or an event important to the students. Create an abstract work of art. Imitate the surface textures of objects.	Compare parts of an object to the whole to improve their skill in displaying proportion in works of art. Balance works of art by evenly distributing elements on either side of its center. Identify and discuss realism and abstraction.
6	Express a variety of moods by controlling the overall value of a work of art. Create more realistic cast shadows and shading. Create an illusion of depth by applying the rules of linear perspective and aerial perspective. Prepare and organize steps and materials to create art.	Observe and learn how artists have used the horizon line as the eye-line. Learn the three properties of color and some basic color relationships. Discuss how social conditions; politics, available technologies and other contextual forces may have influenced important artworks.

Elementary (K-6) Art Core Curriculum Overview

We are primarily visual learners depending on our eyes for the vast majority of our contact with our world. The Visual Arts teach students to go beyond passive reception of their world and to reach out through their eyes and actively harvest details from their world. Once a more sensitive perception of their world is in the student's mind, Visual Arts classes practice arranging, rearranging, combining, reviewing, viewing anew those perceptions. These skills of forging ideas and perceptions into fresh bridges between old ideas or creating new ideas and new meanings are valuable life skills inherent in the Visual Arts. The Visual Arts also teach a defense against modern mass media and its often invasive methods of delivery. Perhaps the most important life skill the Visual Arts teach is reconnect us to nature, each other, and to our dreams.

Visual Art lessons can last from 10 minutes for a quick practice to as long as an hour depending on the management of the materials involved in the creation of a work of art. The Core is presented in a portfolio format that includes targets that break the standards down into manageable and focused activities. The Visual Arts should be taught as a separate subject; however, its potential for integrating other subjects should not be ignored.

Standard 1: Making Art and Expressing Meaning in Art.

The first standard is concerned with the creation of art works. This initially involves learning to manipulate art tools and materials. The student learns to organize the images they create with the elements and principles of art. The next phase of this standard would be to use this language of art to express something. An activity for this phase might be the student using watercolors to paint a scene of his/her backyard. In his/her backyard there is a special tree into which the student escapes to think and dream. This tree is painted with bright and powerful colors while the rest of the backyard is painted with pales greens. The student has created a focal point with the tree and given it special meaning. The student finds that by organizing materials with selected elements and principles he/she can trap thoughts, give a physical body to his/her dreams, experiment with ideas, or simply communicate something about his/her life that is important.

Standard 2: Appreciating and Decoding Meaning in Art

The second standard is concerned with looking at art and learning to unlock its meaning or messages. Some of the greatest minds in history have been artists and locked in their works of art are not only their observations, assessments, and dreams but the context of the times in which they lived. Students learn to analyze works of art by their elements and principles, explore how contextual pressures, and use a variety of methods to evaluate works of art. These modes of inquiry are not limited to the works of master artists; they are used to unlock the meaning of their peers' works of art and to help explain their own as well. The student's ability to communicate improves as he/she works to translate difficult concepts from the language of art to written or spoken language. The student's sense of history is enriched as he/she learns the contextual details of the creation of works of art in the past. This standard makes art a powerful tool for integration as almost all subjects are touched while studying works of art from the past.

CORE CURRICULUM

Learning Goals in the Fine Arts

To: Parents and Teachers

Study in the arts is an essential means---not an end---to acquiring thinking skills, creativity, the ability to change, and the facility to teach oneself. In a safe, nurturing environment, the arts enable students to express their feelings, communicate thoughts, explore their creativity, solve problems, communicate ideas, develop a sense of community, and appreciate themselves as participants in history, tradition, and culture. Learning in art, dance, drama, film, and music advances and strengthens motor skills, promotes considerate behavior, ability to work well with others, self-discipline, perception, and sensitivity. Fine Arts experiences contribute to the developmental process of understanding one another and naturally motivate students in all their learning.

Goals have been developed to guide learning and instruction in each of the Fine Arts areas of study. Parents are provided with copies of these goals to familiarize themselves with their child's learning and progress. Students are encouraged to use them to evaluate their own advancement. Teachers use them as tools to lead, monitor, and document development in the artform.

The Elementary Fine Arts Core packet for each artform and grade level includes the cover, learning targets, instructional resources, scope and sequence chart, teacher overview, and a teacher edition of the targets page. The Secondary Fine Arts Curriculum for each Core course includes an overview cover, learning objectives, and a parent/student/teacher communication page.

Please visit <http://www.usoe.k12.ut.us/curr/FineArt/> for further information.